



 Educación General **Básica**

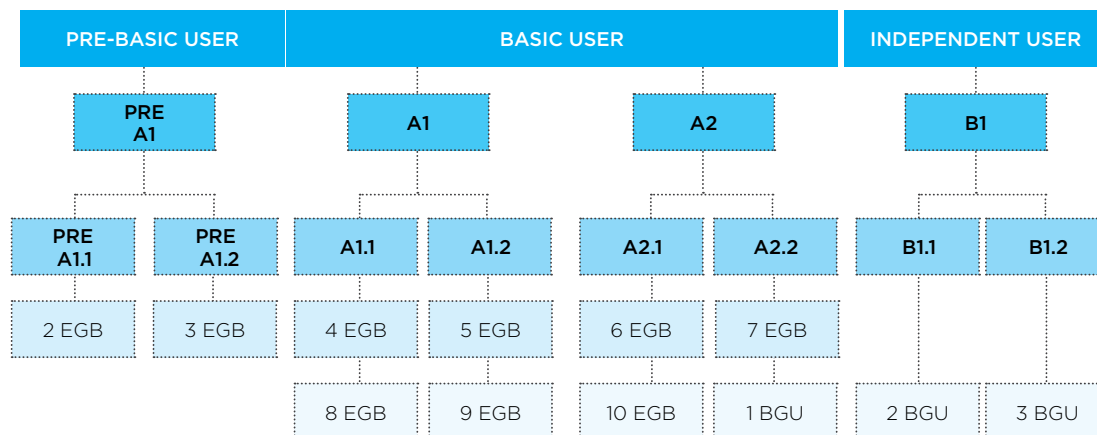
ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL SUPERIOR

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Superior of Educación General Básica to the General Objectives of the Subject Area

As learners enter the sublevel EGB Superior, it is important to remember that language is principally about interacting with others and expressing meaning. English is an important communication tool in today's globalized world, one which allows learners to communicate beyond their own linguistic and geographical boundaries. Learners in EGB Superior are becoming more mature and more expressive, and being able to communicate in the international language of English will prepare them for a myriad of career opportunities, responsibilities and experiences they will surely encounter in the coming years.

The EGB Superior curriculum is clearly aligned to CEFR standards. Through alignment to these international standards, the curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a range of social interactions and learners who are critical and creative thinkers. Along these lines, the EFL curriculum for EGB Superior has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A1.1 to A2.1 of the **CEFR**.

Due to the fact that English was not a compulsory subject for 2nd to 7th year EGB (Acuerdo Ministerial No. 306-11), it is possible that some of the learners entering EGB Superior have not had exposure to or instruction in English. For this reason, the curriculum has been developed so that 8th year EGB learners start in level A1.1. Learners in 9th year EGB will continue on in A1.2, in which it is implied that an A1 language competence will be reached. Learners in the 10th year, the last year of EGB, will work their way through level A2.1. This branching approach to language learning is meant to give time to 8th year learners to catch up to those who have had learning experiences with English at an earlier age.



Levels of Proficiency: Branching approach

By overlapping CEFR levels in 8th year of EGB, learners are given opportunities to remedy errors that they might be experiencing, granting them time to reach A2. Because learners in EGB Superior are more mature they have a pressing need for more accurate and developed language, and thus by overlapping these levels of the CEFR, we can ensure that they are given opportunities to use the language in a more cognitively and socially complex way than they were used to doing in previous sublevels of EGB.

Those who teach learners in this level generally agree that they are playful and intelligent, but only when they are doing something that has meaning for them (Curtain & Dahlberg, 2010, p. 27). They respond very well to pair work activities, and since they are more mature and more interested in interacting socially with others, pair work activities are generally easier to manage than they may have been in previous sublevels. Thought-provoking topics (such as issues of social justice and environmental awareness) will motivate them in ways that superficial topics (such as celebrities and fashion) may not, so choosing relevant and interesting topics (or letting the learners themselves choose the topic) is the preferred approach.

Nevertheless, this is also a difficult age for language learners. Contrary to what goes on in other content area classes in L1, in the English language classroom learners are expected to perform in a state of near ignorance and dependence, which can produce undesirable levels of anxiety. Anxiety can result just as much from having to articulate unfamiliar or awkward sounds in front of their peers, as from being subjected to a constant state of “improvement”, which in the EFL classroom generally takes the form of error correction. To make matters worse, a dearth of linguistic tools often hinders one’s ability to express individuality, and learners may feel inauthentic or that they lack personality as an English speaker. As these problems emerge, it is vital that teachers remember to reduce the level of anxiety and the **affective filter** as much as possible. “In an environment where learners feel anxious or insecure, there are likely to be psychological barriers to

communication” (Littlewood, 1984, p.58). In order to handle this phenomenon, it is important for teachers to be sympathetic. It is also the teacher’s responsibility to create a cooperative learning environment in which learners can feel safe to explore the language and make mistakes, which they inevitably will do. Teachers can also introduce humor into a lesson. Bringing humor in the classroom can create a comfortable environment for learning, strengthen learners’ memories and help learners remain focused (McNeely, n.d.). Finally, and perhaps most importantly for this age group, learners need to establish friendly contact in English. Once they assent to the fact that English is a *real* language, spoken by *real* people who are very similar to themselves, they will hopefully begin to experience the language on their own terms, experiencing less anxiety and insecurity and therefore improving their communication skills.

In addition to choosing relevant topics, teachers should provide plenty of opportunities for exploration. “As learners are more exposed to language, they begin to refine the systems they have consciously built, and to develop systems that they are not even aware of” (Willis, 2003, p. 14). Hands-on experiences, mini projects and lots of collaborative and cooperative group work are important for giving learners the exposure they need to construct their own learning, rather than assimilate learning from direct instruction (Littlewood, 1984, p. 73). By constructing their own learning, they will produce better and more long-lasting connections to the language in order to improve communication.

To conclude, learners in EGB Superior are predisposed to English language instruction, regardless of how unmotivated or uninterested they may appear. Nevertheless, it is up to the teacher to spark their interest and get them to “buy into” the language class. By introducing humor, creating tasks that have clear and definable goals and making topics personally meaningful to the learners, teachers can motivate learners and make learning English easier and more effective.

Curricular Thread 1: Communication and cultural awareness

As learners in EGB Superior enter adolescence, they are becoming more self-aware, more sensitive and appreciative of differences and more interested in social justice and their own role in making the world a better place. Because of this growing awareness of how people interact with each other and their environment, be it natural, cultural or academic, they are at the perfect age to start participating in deeper and more meaningful intercultural and interpersonal exchanges. The Communication and cultural awareness thread aims to cultivate in learners the skills they need to study their world, to understand past and present social dimensions of life, to fulfill their civic responsibility of respecting and celebrating difference and to gain perspectives on, as well as question, their own cultural practices.



Making informed choices about prejudice and discrimination and taking action on these issues is an important step in learners' social and cognitive development. They will not only become advocates for less fortunate or underrepresented groups, but also start to recognize the qualities and values they themselves hold, reaching a deeper understanding of who they are and what they stand for. In doing so, they will become better communicators, better friends and family members, better students and better citizens.

Intercultural awareness and identity. “An intercultural approach is important within the curriculum in order to help pupils to develop the ability to recognise inequality, injustice, racism, prejudice and bias and to equip them to challenge and to try to change these manifestations when they encounter them” (“Guidelines on Traveller Education,” 2002, p. 34). It is the responsibility of this subthread to equip learners with the tools needed in order to start questioning and challenging prejudice and discrimination when they see it, and help them foster an appreciation of the diversity of peoples and cultures in this world.

As McKay (2006) notes, learners at this age are becoming a little less self-absorbed (p. 8). They are advancing from thinking mostly of themselves to exhibiting greater social awareness. Teachers can foster this sense of justice and global awareness by working with learners to tell them what needs to be done, guiding them through the task by giving them the strategies needed to achieve this and then giving them time to do it independently.

English is an international language; its speakers are not just from the United States or Australia or the UK. English is spoken all over the world, by very diverse people in very different regions. It is, therefore, essential that our English students learn to respect cultures and individuals, that they practice tolerance and acceptance of “**otherness**” to become true global citizens. This respect extends not only to people and cultures but to the environment and the future generations that will be inheriting the planet. In fact, Puchta (2016) recognizes four core values that should be introduced when teaching English to teens: moral values (such as respecting other cultures and treating people equally, including politeness, loyalty and trust), environmental values (such as exploring renewable energy sources and responsible spending habits), health values (such as eating healthy and recognizing the importance of exercise and positive thought) and values in arts (such as art appreciation and self-expression) (p. 1). Throughout the Communication and cultural awareness thread these values are integrated and reinforced, in order to develop learners who are aware of global issues, able to challenge discriminatory practices and take action against them, and in the process build their own personal and national identity.

Social competence. Learners in EGB Superior are getting better at dealing with hostility and issues of dominance and in turn are developing a better ability to function in groups and interact with their peers (McKay, 2006, p. 8) . If they share a com-



mon purpose, they will easily cultivate a collaborative community with abundant emotional energy. It is the teacher's responsibility, therefore, to create activities and tasks that will enforce and nurture this shared purpose, binding the learners to the unit and the subject at hand. Some ways for teachers to do this in their classroom is to build **rapport** not only between teacher and student, but also between student and student. Group work and pair work in which learners approach and give their opinions on thought-provoking topics will help learners create connections between each other and the topic. Talking about and working on values, such as the values of friendship, loyalty and honesty, will form learners into well-rounded adults who will be prepared for many diverse situations in the work place, school and beyond.

As noted in Willis (2013), learners need to feel a sense of ownership in a project (p. 36), so projects and topics that are strongly connected to the learners and their goals is a strong impetus for learners at this age. Even better is allowing learners themselves to make these connections to their immediate lives and interests by having them set their own goals and choose their own topics and tasks. Making sure that the classroom is **learner-centered** and that learners are invested in the activity will ensure that they get the most benefits out of the activity. Learners at this age are also quite interested in working not only with peers but with others, and usually enjoy performing for and teaching students in younger classes (Curtain & Dahlberg, 2010, p. 27). Implementing interactive activities like this, in which learners can teach and be taught by others, is essential for nurturing social competence.

Another aspect of learners at this age is that they are becoming more and more reflective. They can recognize and admit mistakes. In addition, they are able to make note of their growth and identify the changes they need to make in order to achieve their goals. In the classroom, therefore, they can be encouraged to **self-monitor** and **self-correct**. Learners can evaluate themselves and their peers, not only on language skills but also on other behaviors such as leadership and trust. The more practice they get in evaluating themselves and others, the more self-aware and more **autonomous** they will become.

Curricular Thread 2: Oral communication

For many learners, EGB Superior is the beginning of adolescence. Their tastes and skills have matured to a point in which they are willing – and excited – to use language to communicate and share their ideas and opinions with others. They use more sophisticated learning strategies than their younger counterparts, and their cognitive competency has grown, which allows for more complex thought and reflection. In addition, they have begun to develop their **metalanguage**, so they are good at imitation and **recall**. They are excited to communicate with others and share their opinions, and generally like giving and taking direction and



asking for and denying information (Curtain & Dahlberg, 2010, p. 27). Although they are interested in communication, however, they are generally not very interested in being accurate (Curtain & Dahlberg, 2010, p. 27). Consequently, teachers need to implement listening and speaking tasks that focus on fluency first, rather than accuracy. This is not to imply that grammar is unimportant at this level. In fact, because of learner's improved ability to communicate and think with higher-order thinking skills (**HOTS**), the need for more and more complex grammar increases. In the words of Willis (2003), "As children grow older their developing intellectual capacity demands more and more complex meanings, making more and more demands on the child's grammar. The child responds by developing a grammar to meet the new demands" (p. 17). In conclusion, therefore, although learners might not be receptive to analyzing language through grammar and structure, by using it in real contexts and for purposes of real communication, they will be developing a level of accuracy that cannot be directly taught.

Listening skills. Listening that takes place in real-life, face-to-face interactions (i.e., conversations, shopping, receiving instructions, etc.) is characterized by colloquial, improvised language which requires listening for **gist** or details (Ur, 2012, pp. 101-102). Consequently, listening activities in the EFL classroom should revolve around real-life contexts and practical applications, so that learners achieve the capacity to be able to handle natural listening situations similar to those that they will likely encounter in real-life. A summary of suggestions given by Ur (2012) are to use not only audio recordings but also video, and to include a range of accents and dialects. She also suggests that teachers take the time to tell stories, and even read stories aloud, in class. In addition, modeling and teaching learners a variety of listening strategies is recommended, so that learners can get practice choosing those which will help them improve their listening skills.

Learners in level A2.1 are expected to make use of contextual clues and take note of linguistic cues, such as intonation and stress, in order to derive meaning from spoken text. Authentic listening materials are perfect for helping learners get practice in these skills. News reports on real, current events can be found on websites such as BBC Learning English (<http://www.bbc.co.uk/learningenglish/>) and VOA Learning English (<http://learningenglish.voanews.com/>). Graded, **semi-authentic** dialogues for learners of all levels can be found at Randall's ESL Cyber Listening Lab (<http://www.esl-lab.com/>).

Some of the listening strategies that should be directly taught and practiced at this level are listening for main idea and details, identifying key words in a passage, using contextual clues to understand unfamiliar words and concepts, inferring speaker and situation, rephrasing what was heard or understood and self-monitoring progress (Chen, 2015). Secondary strategies that can help learners focus in listening tasks, such as note taking or predicting content from visual cues, are also significant for developing this skill.

Spoken production. Adolescents are generally better than children at monitoring their spoken English production. They tend to notice inappropriate utterances better and are more likely to self-correct when speaking (Zhang, 2009, p. 134).

Speaking topics should be carefully selected to reflect learners' interests and needs, in order to keep learners motivated and engaged in the class. Successful activities at this age are having learners participate in role plays and act out dialogues, especially when there is an element of humor or strong feelings are expressed. Learners respond well when they can "hide" behind an identifiable caricature in sketches and conversations (Revell, 1979, p. 33), so giving them cue cards or instructing them to respond vocally or nonverbally to specific situations is often a good way to get them speaking. For example, when acting out dialogues, a cue card can tell the learner who they are (e.g., *You are a young mother of two who just came to the U.K. You need to find work but you don't speak the language well*, etc.), what has happened in a specific situation (e.g., *Someone spills hot coffee on you on the bus to school. What do you do?*) or how to react in a given situation (e.g., *Your mother says you have to do your homework before you can go to a party this weekend. You feel angry. What do you say to her?*).

Prepared talks are another activity that can be planned in order to improve speaking skills (Harmer, 2007, p. 351). Learners prepare a talk about a subject of their choice and present it to the class. Prepared talks are designed for formal, structured speech, which means that they are the perfect for letting learners take the time to think about how to express themselves using language, something which is difficult to do in spontaneous face-to-face interaction.

Spoken interaction. Face-to-face interaction is an important part of communication in any language. For interaction to be successful, a speaker must have good pronunciation, stress and intonation to be understood. According to Harmer (2007), however, English language learners will need more than good pronunciation to communicate effectively. They "will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational **repair strategies**" (Harmer, 2007, p. 343). Some of the conversational strategies learners at level A2.1 should be capable of are recognizing turn-taking, finding appropriate ways to interrupt and using discourse markers to buy time (e.g., *ummmm, well, you know*, etc.) and to mark the end of a thought segment (e.g., *right, anyway, so*, etc.). They will need to be able to use some repair strategies in spoken interactions, as well, such as asking for clarification or paraphrasing an idea or thought.

In terms of vocabulary and language use, learners need to be exposed to lots of different types of language. They are quite interested in and curious about their English-speaking peers, and usually want to sound more like them (and thus sound more "real" and authentic) by imitating their phrases and sayings. Consequently, introducing age-appropriate colloquial expressions and slang is quite



motivating and engaging for learners in EGB Superior. They should also receive instruction and practice on how to start and close a conversation, as well as how to change topics. Popular activities to practice these strategies in the classroom are information gaps, jigsaw activities, questionnaires and surveys, interviews and discussion groups. Playing games in English is also a common way to improve learners' language of social interaction.

As for the role of the teacher in the speaking class, Harmer (2007) gives three suggestions (p. 347). First, the teacher is “prompter”, helping students who get lost or can't think of something to say and offering him/her discrete suggestions without interrupting the flow of the activity. Teachers are also participants, and must bring their own enthusiasm and energy to a communication activity. Tasks must be clear and set up to reflect learners' interests and needs, and the teacher must maintain an atmosphere of creativity and feelings of security. Finally, teachers have the important role of providing feedback, without resorting to over-correction or interrupting the fluency of a speaking task. One way teachers can be sure to provide sufficient feedback is to encourage learners to assess the effectiveness of their spoken production after speaking activities. By doing such, learners will become more reflective and independent, while improving their self-monitoring and self-correcting skills and strategies.

Curricular Thread 3: Reading

Reading takes many forms. There is reading for pleasure, where we read for the sake of finding out what happens, or enjoying the sounds of the words and the images they create. There is reading for academic purposes, in which we read to find specific information and use that information to inform our opinions or ideas on a similar, or different, topic. There is reading that occurs in our daily lives, which is not always recognized as such, for instance in the case of reading the lyrics of a song or subtitles to a movie. And there is reading that manifests itself in other ways: skimming a magazine article at the doctor's office to see if it merits closer attention, scanning a timetable for train departures, glancing at notes during a speech. What all of this reading has in common is that each type has a purpose, and in order to turn our learners into better readers, we need to help them recognize and identify the different purposes for their own reading.

Reading involves a variety of skills. As Grellet (1981) notes, some of these skills, but not all, are: deducing the meaning of new words using context clues, understanding explicitly stated information and that which is implicit, interpreting text, extracting salient points and using them to form new conclusions or deductions, inferring through the use of syntactic and logical clues and using basic reference skills (pp. 4-5). In consequence, we can see that the reading class involves the application of a variety of reading strategies in order to enhance comprehension.

At sublevel EGB Superior, learners are expected to understand and identify texts that contain high frequency vocabulary and include some shared vocabulary items between L1 and L2 (i.e., restaurant, hamburger, taxi, hospital, etc.). They should also be familiar with a range of text types, such as menus, recipes, posters, short stories and poems/rhymes, notices and announcements. Nevertheless, teachers should begin preparing learners for strategies and techniques they can use for their initial encounters with unfamiliar language. Teachers need to continue working on and improving learners' **sight vocabulary**. The larger their repertoire of sight vocabulary, the faster they can read and the less painful reading will be. This leads to better **lexical access** (Day & Bramford, 1998, p. 13), which can be explained as the ability to trigger the word's meaning and mental representation automatically from memory. Lexical access is important. As Adams (1994) indicates, "Only to the extent that the ability to recognize and capture the meaning of print is rapid, effortless, and automatic can the reader have available the cognitive energy and resources on which true comprehension depends" (p. 840). In essence, therefore, lexical access and a large range of sight vocabulary are crucial to improving reading comprehension.

Another important job of the teacher is to encourage learners to use their **schema** to bring understanding to a text. This can be done through pre-reading activities such as brainstorming what learners know about the topic in the text, pre-teaching vocabulary or having learners watch a video about a topic before reading a text on the same topic. By helping learners connect their schema, we give them skills they can use to make reading more comprehensible as well as more enjoyable.

Reading Comprehension. Reading is an active skill, in which learners consciously and subconsciously apply various subskills: guessing meaning, predicting content, checking these guesses against the text and then verifying and rectifying them by asking oneself questions. If we want learners to become independent readers, they should be taught from early on how to approach and consider a text (Grellet, 1981, p.9). This includes practicing various reading strategies in class such as skimming and scanning, underlining ideas and boxing supporting details, predicting answers to pre-reading questions using title and pictures and inferring the writer's intention.

As seen in EGB Elemental and Media, by now learners have become familiar with narratives and chronological sequence in stories. They recognize the basic parts of a story, which helps them process the language in narratives and predict how things will unfold. Narratives continue being an important part of the EFL curriculum in EGB Superior. As learners get older and more mature in their cognitive development, however, they begin to progress from reading for gist or for following a casual storyline, to reading longer texts for specific information. This becomes even more important in EGB Superior, as we prepare students to use reading texts in order to gather and process increasingly complex material, to be used throughout sublevel BGU and beyond.



Accordingly, **expository** and **transactional** texts become essential components of the Reading thread for learners in EGB Superior. Expository texts include such nonfiction texts as short descriptions of people and places, as well as biographies of famous (or even imaginary) people. With expository texts, learners see how specific grammar and vocabulary points have been interwoven into the text in order to give more information about a subject. Expository writing can be helpful in that it often gives learners an introduction to something they will be reading or learning more about, and consequently it can be used again and again as a reading comprehension strategy. Expository text structures are extremely helpful for learners' reading comprehension (Akhondi, Malayeri, & Samad, n.d., para. 1). Some example of these structures include, but are not limited to, title, headings and subheadings, table of contents and signal words that help the reader organize and follow information while reading (i.e., sequence words such as *first*, *second*, *next*, *after that*, *finally*, etc.).

It is important that teachers help learners recognize the text structures of the different types of expository text they will be introduced to. For instance, a biography will usually start with an introduction to the person and the reasons why he/she is famous. The body of the text will describe the person's early life and family, then go on chronologically to talk about the steps that led to his/her fame, and finish with some of his/her most important achievements and/or contributions. Finally, the conclusion will name the person's future prospects (if he/she is still alive) or summarize why it is important to know about his/her life (in the event he/she is dead). Knowing this structure ahead of time will help learners understand the main idea and some specific details of the text, and help their comprehension, even if the text is a bit longer or more complex than what they are capable of.

Transactional texts are different from expository texts in that they require a sort of response from the reader. Coming into a transactional text, readers may have already formed an opinion about the topic, or may have some previous experience with the subject (Raudenbush, 2016, para. 4). For instance, reading a notice about an upcoming concert, the reader may already be familiar with the singer/band and the type of music they play. Thus, as the reader studies the notice, he/she will be forming his/her own opinions about the information, such as whether or not the concert will be good, if he/she is free that evening, if the venue seems appropriate, etc. Teachers can help learners with transactional texts by helping them make connections from the text to self or text to world. This can be done by having readers write responses to a text in a journal or by asking them to underline things in a text that are familiar to them (an experience, a place, etc.) in order to offer them another way to approach a text, especially if the text is more complex or longer than what learners are used to or capable of.

Transactional texts sometimes require a direct exchange or response from the reader, such as in the case of interview questions or a questionnaire. It is important to remember that reading is not a passive activity: it can and should be inte-

grated with the other skills, such as writing and speaking. In other words, we read something and take note on it or write a summary of it. We read something and then listen to someone talk about the topic, matching the opinions or versions of what we read to what we hear. And we read to discuss what we have read, to give opinions on the topic or even just to talk about how a text made us feel. Thus, it is essential to remember that reading comprehension does not happen in a vacuum. In order to really understand what they read, learners must be given plenty of opportunities to interact with the text in a variety of ways.

Teachers should introduce a variety of online and ICT resources from which learners can choose to improve and increase reading comprehension and vocabulary acquisition. Websites such as readingrockets.org and Topmarks (<http://www.topmarks.co.uk/english-games/7-11-years/reading>) are two such websites that offer reading resources for teachers and parents. Learners can be encouraged to access websites which offer a variety of reading material and short stories, such as the International Children's Digital Library (<http://en.childrenslibrary.org/>), the Project Gutenberg website (<http://www.gutenberg.org/>) and the American Library Association's compilation of reading resources and favorite children's stories (<http://gws.ala.org/category/favorite-childrens-stories>). ReadTheory (<http://www.readtheory.org/>) is a free classroom resource that can be accessed by both teachers and learners for practicing reading comprehension online. For developing vocabulary, learners can use a variety of online dictionaries and thesauruses, such as Merriam-Webster (<http://learnersdictionary.com/>) and Cambridge Essential British English (<http://dictionary.cambridge.org/us/dictionary/essential-british-english/>). There is also a wealth of more interactive resources available to learners for vocabulary acquisition, such as wordcentral.com and [Visuwords.com](http://visuwords.com). Learners should be given opportunities to explore these resources in order to enrich their understanding of written English.

Use of resources and study skills. One of the purposes for reading that has been mentioned is reading for information. Learners at this age will be using reading texts as a reference more than in previous sublevels. Thus it is important that learners be given study skills that will help them when approaching a reading text for reference.

A good question to start with is *How do we read?* As readers, we use a variety of reading strategies that help us organize and comprehend a text. Some of these strategies are mentioned in the previous subthread: skimming and scanning, reading for gist and for detail, making inferences and predictions. In addition to these strategies, learners in EGB Superior are ready to begin implementing with frequency other study skills, such as notetaking and summarizing. To illustrate, as learners read a text, they should be encouraged to write in the margins. These margin notes may be used to clarify a concept or word, to make note of something that is not understood, to make a connection to another subject or to provide a personal reaction to the content. Learners should also be required



to take notes on key words and key information as they read. Afterwards, they can summarize (verbally or in writing) what they understood, what they think the main idea of the text was, what they think the author's intention was, etc.

Other study skills can be introduced as well at this level. Learners can practice using the **SQ3R** technique ("SQ3R reading method", n.d.): before reading, they survey the text (i.e., skim for important words/sections/diagrams, etc.) and then turn title and headings into questions that will help them organize the information (e.g., *What do I know about Bats? What do bats eat? How do they interact with the environment?*, etc.). During the Q stage, the learners think of questions they want answered by the text. It can be helpful to write the questions out together as a class until learners are comfortable with thinking of the questions they want answered. The next part of the technique is the 3 R's: Read, Recite and Review. During the Read stage, learners should try to find the answers to their questions from the previous stage, and confirm if what they thought they knew about the subject was right or wrong. In the Recite stage, learners should try to paraphrase or summarize (both verbally and in written form) the paragraph or section they read. And in the final stage, Review, they refer back to their notes and the text to quiz themselves on what they remember. One of the techniques they can use in this stage is to cover up the text and just look at the pictures or diagrams to see if they recall the main ideas and details. Another technique is that they can make flashcards of key information or go back to a reading a few days later and record by audio or video what they are still struggling with or what they now understand better. Learners can be asked to reorganize their notes or put their notes into a graphic organizer as well.

Many EFL teachers encourage learners to bring a dictionary to the classroom, or make sure learners have access to one in class. Nevertheless, at this stage in their development, learners should begin taking responsibility for finding and evaluating learning resources as well. As a class, teacher and learners can review online EFL resources such as an app or a web site, then make decisions together as to when and for what purpose the resource would be useful. In addition, learners can share their own suggestions of resources they use and think are helpful. Finally, learners can be put in charge of creating their own learning resources, such as flashcards or grammar charts, and these resources can be saved by the teacher and reused each year with a new group of students.

Literacy-rich environment. The environment of the classroom is often referred to as "the third teacher" (Gribble, 2014, 3rd bullet point), meaning the environment is another source of information and inspiration for the learners. Susan Fraser states that "A classroom that is functioning successfully as a third teacher will be responsive to the children's interests, provide opportunities for children to make their thinking visible and then foster further learning and engagement" (as cited in "The Third Teacher", 2012, p. 1). Thus, it can be concluded that a literacy-rich, print-rich environment continues to be important in EGB Superior.

A literacy-rich environment is not only rich in print and visual material, but also one in which all four language skills are emphasized. For instance, the teacher can bring in board games and **realia** instead of worksheets and handouts. Learners' work should be displayed prominently, and used during the school year as a resource, a reminder, or even as inspiration! The classroom should have a wide range of different age- and level-appropriate reading material, on topics of interest to the learners. Reading materials can be dictionaries, thesauruses, books, magazines, posters, brochures, pamphlets, labels and printed rules and/or directions. It is important that teachers make use of these items in terms of language growth as well as enjoyment. Learners should be encouraged to use and refer to these materials often, so that they see not just the use for them but also the need.

Within the classroom there should be spaces that invite learners to talk, listen, speak and write. These spaces should produce opportunities for learners to take part in authentic activities, for example, writing a thank you note to a substitute teacher, writing out and posting project instructions or regularly updating a class calendar. Teachers can encourage learners to collect and bring in "found" items – things that learners encounter outside of the classroom which have a relationship with the unit or language, such as a menu in English from a local restaurant, or a food label that is in both English and Spanish. "Found" items can be placed on an "exploration" shelf that learners can access before, during and after lessons. A literacy-rich environment should be flexible and meaningful, adapted and designed to fit each class's particular needs and interests ("The Third Teacher", 2012, p. 2). Furthermore, the literacy-rich environment does not have to be restricted to within the four classroom walls. Outside of the classroom, for instance, and with the help and permission of school administrators, signs and notices around the school could be written in both L1 and L2.

In addition to the physical classroom environment, learners also need strategies for interpreting and making sense of these literacy-rich items ("The Third Teacher", 2012, p. 2). It does little good for a classroom to be full of books and magazines in L2 if learners don't have the skills needed to be able to identify their use or differentiate one from another. It also does little good for students to have access to Internet or other digital resources if they are not taught how to evaluate the usefulness or veracity of the information they find. Thus, a literacy-rich environment needs to go beyond just labeling words and displaying learners' work to working on a skill set learners can put into action to help them organize and make sense of the constant stream of ideas and information they are confronted with on a daily basis.

Cross-curricular content. Integrating English language instruction with content learning can help learners in a variety of ways. One major benefit is that integrating language instruction with content is motivating for learners, since they get the opportunity to use their linguistic skills and knowledge in real, meaningful contexts, and can see language as part of the "big picture" between language and society



(Rainier, 2010, para. 5). It challenges students in different ways, so that they can build their confidence in diverse learning situations. Lastly, when learners use L2 to study and practice content, they internalize the language in ways that produce better retention and recall.

Cross-curricular content should be integrated across the curriculum, and activities should be based on hands-on activities. Teachers should connect what students hear to what they can see and experience, in order to make the input comprehensible (Met, 1994, p. 164). Learners need to interact with the content in diverse ways, such as describing attributes and characteristics, classifying information, explaining change and hypothesizing or predicting activities. Graphic organizers and charts are tools that learners can use to help understand and interpret the material. Aside from specific content vocabulary, learners can also work on root words, prefixes and suffixes, lexical items which will similarly inform the learners' L1 subjects.

Curricular Thread 4: Writing

Writing is a complex intellectual task that involves various language and cognitive skills, everything from punctuation and mechanics to grammar and word choice. Writing well also means mastering organizational skills and having enough background information on a topic in order to write about something. Needless to say, it is a lifelong skill learners will need for future academic and career opportunities. While writing in one's first language can be challenging enough, writing in a foreign language can be even more daunting. Often students lack some of these skills completely, even in L1, which makes the task of teaching writing even more complicated. When learners write in a second or foreign language, however, they get practice expressing themselves purposefully and intentionally. Since the nature of writing is deliberate, the learners have time to think about what they want to say and how they want to say it. They have time to choose the best word or grammar structure, and revise their work in order to clarify points or correct mistakes. Moreover, they can choose when it is ready to be read, after they feel relatively confident that they have done what was needed to produce the best possible product. Of course, these are all characteristics of written production which are not part of spoken production, where interaction happens much more quickly and spontaneously. Thus the act of writing gives learners a chance to slow down and interact with the language in a different and more intimate way than speaking does.

Good writers are usually good readers, so it is important to keep in mind that the two skills often go hand in hand. Learners need to be familiar with different text types and their organization, as well as special vocabulary, in order to produce their own, similar texts. They need to have considered an author's purpose and intention, in order to recognize their own. Finally, they need to read examples



of other people's writing to evaluate and analyze what makes written text clear, comprehensible and interesting.

Literacy building. Literacy is more than just reading and writing. The UNESCO defines it as “the ability to identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts” (as cited in Wilson, p.11). They go on to further elaborate, “The development of literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society” (as cited in Wilson, p. 11). Thus literacy can be seen as not just something important in school or academic settings, but the development of a skillset that will allow learners to become fully and highly functioning members of society.

Extended writing, such as writing in a journal or doing **free writing**, is a good way for learners to continue building literacy skills. In extended writing assignments learners are expected to write for a set period of time, and are not supposed to worry about spelling or grammar or other mechanics. In addition, there is no need to correct the writing itself, although it should be responded to. Teachers can respond by reading the piece and writing comments in the margins. By responding, learners recognize the effects their words can have on others, and will usually be motivated to write when they know they will be receiving comments and reactions. Another way to respond to extended writing is to have learners do **dialogue journals**. Dialogue journals are used as a way to interact informally between student and teacher, or student and student, in written form. They are meaningful and engaging because they involve the reader and make the act of writing seem less lonely or isolated (“Dialogue journals”, n.d., para. 1). Dialogue journals can be used as a springboard from which other writing topics can emerge, and also as a way for learners to practice and engage in independent thinking.

Having learners keep **learning logs** is another way to promote literacy building among EGB Superior learners. In a learning log, students must record what they are learning, the questions they still have and responses they have to the challenges, goals and tasks set by the teacher (or even by themselves). Learning logs can be collected each week in order to monitor progress toward specific learning and language goals. As they are personalized, they can provide learners with a unique record of their thinking and learning process. Learners can use them to set class goals or even as a source for reflection at the end of a unit.

Literacy skills and strategies can also be improved through **collaborative writing**. Collaborative writing is usually considered a motivating, nonthreatening medium for learners to work on their writing, and is a worthwhile activity for the **brainstorming** and **outlining** stages of **process writing**. Nevertheless, teachers should continue doing “word work”, such as conducting exercises to develop phonemic awareness and improve automatic high frequency word recognition, and con-



solidating spelling rules through word walls and other reference aids. Engaging learners regularly in the writing process through the use of brainstorming and **drafting** will set the foundation for clear, organized writing, and engaging learners in the revision and editing processes will not only help improve their linguistic functions but also increase individual accountability and help them become more autonomous writers (and learners).

In addition to “traditional” literacy goals, today’s learners need to build **21st century skills**, including digital and media literacy. Digital and media literacy are absolutely essential in today’s society. We are all citizens in a digital age.

“We want – or, rather, we need – today’s students to critically consume information, to create and share across time and space, to cocreate and collaborate to solve problems, to persevere in light of setbacks, and to maintain flexibility. Digital literacies provide opportunities for the inquiries that will develop these skills” (Hicks & Hawley Turner, 2013, p. 59).

With more and more employers requiring digital skills from prospective employees, it is vital that learners be given opportunities to develop and improve their digital literacy skills. These skills include, but are not limited to, everything from the use of word processing programs and search engines to online safety and digital citizenship.

According to the U.S. Digital Literacy website, media literacy is “the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages” (“Information and media literacy”, 2015, point 3). In other words, it is a means to access deeper, more complex thought processes and understanding. Digital and media literacy can be developed through the use of collaborative writing tools such as Google Apps. Teachers can poll learners on their needs, likes and dislikes. Blogs can be used as a means to start conversations, connect students’ ideas and cocreate texts and meanings. In areas where technology and access are not readily available, it is crucial that teachers consider ways to give learners “comparable, if not equitable, opportunity to engage digitally and develop their literacies” (Hicks & Hawley Turner, 2013, p. 59).

In EGB Superior, teachers should continue building on the learners’ digital literacy foundation, not only by thinking in terms of what the learners can do with digital tools and how they can use them to further their academic strengths, but also by enforcing responsible and safe online behaviors. This includes, but is not limited to, responsible use of social media, learning how to deal with cyberbullying and identifying ways to be a good digital citizen (e.g., by demonstrating digital safety, being able to create a strong password, etc.).





9 Elements of Digital Citizenship (Gegan, 2016)

Learners at this age will more than likely have their own social media accounts, and will probably be using social media and Internet in a variety of ways in their personal and home life. This does not mean, however, that teachers should assume learners will automatically be able to apply their emerging digital skills to the classroom. Teachers will still need to guide learners in how to find appropriate references and web sites on the Internet, how to use a search engine and how to curate information from the Web. In the classroom learners can put their digital skills to use by contributing to a class wiki or blog. Teachers can create a class Facebook page where assignments and videos can be posted and commented on, or they can occasionally implement elements of the **flipped classroom** in a lesson or unit. Learners can publish their writing online or use apps and web sites such as LiveBinder and Pinterest, which can help them organize their ideas. Teachers and learners should consistently evaluate the use of these digital tools in order to be sure that they remain accessible and relevant to the students' learning goals and needs.

Text production. At the EGB Superior level, learners should begin applying level-appropriate writing skills to create and produce composition that reflects effective word and grammatical choice. By now they should be able to select the text type to fit their writing purpose and can begin to develop editing skills and revision strategies in order to improve their command of writing conventions, such as content, organization and language use. While there will still be basic errors in usage and mechanics, learners should be given plenty of opportunities to practice revising and editing their work in order to produce the most polished form possible within their language level.

Mastering writing conventions is a long process that involves many facets of the written language. One such facet is reading. In order to produce appropriate and accurate written text, learners must be given exposure to similar text types as a reader. Age-appropriate text types in EGB Superior are formal and infor-



mal emails, short personal reflections and essays, how-to articles, short (real and imaginary) biographies, written notes to others and survey questions, among others. Learners should get practice identifying and studying the written features of these text types, so that they can use them as models for their own writing. Other writing prompts that can help learners improve style and language use are doing daily journal entries, writing responses to a Question/Quote-of-the-Day (QOTD) or penning a short reaction to a Phrase/Photo-of-the-Day (POTD).

There are many websites where learners can practice the different prewriting stages of the writing process, such as stormboard.com and bubbl.us for brainstorming, and websites like Essay Map (<http://www.readwritethink.org/files/resources/interactives/essaymap/>) and Interactive outline tools (http://rwtinteractives.ncte.org/view_interactive.aspx?id=722) can be used by learners for organizing their writing. Other websites, such as quill.org, can give learners practice finding and correcting basic writing errors, or allow learners to check their own writing for basic word use and errors in mechanics (slickwrite.com). In addition to using ICT tools, teachers can make text organization explicit by cutting up different text types and having learners order the sentences or paragraphs, in order to show how they relate together. Drawing learners' attention to topic sentences and supporting details will also positively influence cohesion and coherence. To practice revising and editing, teachers can model ways to revise and edit work, then ask learners to talk through the process in pairs or small collaborative writing groups.

Curricular Thread 5: Language through the arts

As mentioned above, Puchta (2016) identifies an education rich in the values of art as a necessity for teenage learners (p.1). This includes developing an appreciation of and affinity for the fine arts as well as the performing arts. It also takes learners' self-expression and creativity into account. This curricular thread proposes just that: instilling in our learners a love for art and literature, song and dance, theater and personal expression, architecture and design. By exploring the myriad ways humans choose to express themselves, and by taking place in their own forms of self-expression, learners will benefit in terms of their grades, their achievements and their personal happiness and satisfaction.

Using the arts as a means to delve into language can be done by having learners respond creatively to a piece of literature or music. They can formulate their response in a dramatization, song, picture or poem. The options are virtually endless and only limited by the learners' own creativity and initiative. Stories also provide a launching off point from which learners can experience and enjoy language. There is a power in stories: understanding right and wrong, exploring different sets of values from a position of safety, empathizing and identifying with characters. Giving learners ample opportunities to examine both linguistic and nonlinguistic responses and reactions to the arts will enrich their learning experi-



ence, make them better at understanding themselves and others and help them become highly functioning adults able to deal with and interact in a variety of situations. Teachers can be good examples of this by encouraging and inviting self-expression, and by recognizing that there are often different answers and solutions to problems, all of which are just as valuable and just as precise. As an added bonus, when teachers value learners' self-expression, they send the message that they also value the person, increasing their self-esteem and confidence, which in turn creates a positive learning environment for everyone.

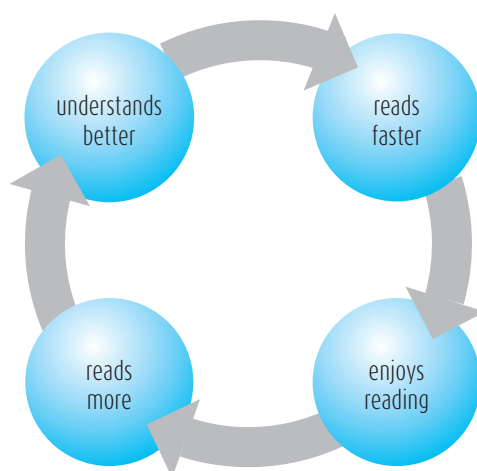
Literary texts in context. Stories and poems are an exciting way to access deeper understanding of a topic and a better appreciation of language. Through the power of stories learners are introduced to universal topics of struggle and triumph. As learners observe how characters deal with problems and find solutions, they can begin to resolve their own issues, as well as larger societal and global issues. Literary texts are not only limited to written expressions of text, such as literature and poetry, however. Literary texts can also be verbal, such as songs and rhymes. They can be physical, as seen in corporal expression through dance and dramatization. All of the literary texts that comprise a culture and language can and should be considered a rich source of information and material for the language learner. Literary texts, including literature, can spur students to speech (Hill, 1986, p. 9) and be a stimulus to internalize language and provide a relatable and enjoyable context from which learners can explore linguistic features and universal concepts.

Learners in EGB Superior are ready for stories that contain characters they can relate to and empathize with. They are interested in stories that have clear resolutions to problems, and that contain a series of linked events which have clear connections to each other. They enjoy a balance between dialogue and narrative, provided the language is graded to their specific level and abilities. Learners at this sublevel are quite capable of finding imagery in poems, of recognizing simile and metaphor and of identifying irony and paradox when guided by the teacher.

Another important aspect of this subthread is the act of **extensive reading**. In extensive reading, learners bring their own reading texts to class (or at home) and read for an extended period of time. This type of reading is meant to be purely enjoyable, and should never be tested or evaluated. Practitioners of extensive reading note that their learners improve in all areas and skills, across the board. One reason is, again, motivation. Learners are allowed to choose the text and read it as they like. While some teachers may worry that this is a waste of time, and that such reading often results in “fluff”, experts such as Krashen (2004) state that usually the opposite happens: learners develop a love of reading, read more, get better at it and eventually feel confident to tackle other kinds of reading. This can be summarized in the figure “The virtuous circle of the good reader”.



“The virtuos circle of the good reader”



As teachers, we want to get our learners into this “virtuous” circle, so that reading becomes enjoyable and they can reap the benefits of it in all aspects of their language learning.

It cannot be stressed enough the influence this would have in the EFL classroom. We learn to write through reading. We learn vocabulary and structure. We learn nuances in the language that cannot be conveyed in normal classroom interactions. Through reading, gains are made in all of our students’ abilities (Day & Bamford, 1998, p.37). Most teachers would not argue the gains to be made in terms of language proficiency, but learners can even make gains in attitude, by increasing their desire to learn and understand the language as well as their appreciation of it. Reading affects – in a positive way – all of our language skills, so teachers should embrace extensive reading as an essential part of the curriculum.

In addition to stories and literature, learners at this age have a natural attraction to modern music. Analyzing and understanding song lyrics can be quite motivating to them, and as all teachers know, motivation is key to learning. Learners need to approach texts in a variety of ways in order to stimulate and maintain their interest. Retelling a story or finding examples of personification and symbolism in a text invites learners to relate to a text in a different way. Identifying understatement and exaggeration helps learners infer information and author’s intention from texts. Responses to literature and literary texts can be nonlinguistic as well. For instance, learners can be invited to add a picture or diagram to a text. They can be asked to create a dance or gesture based on a text, or make a decision after reading a poem or listening to a song.

Whichever way teachers decide to approach this subthread, learners will be immersed in the context of the language, experiencing it from the same standpoint as its native speakers.

Creative writing. Creative writing in the EFL curriculum can benefit students by helping them organize their thoughts and connect ideas. Through creative writing, they will work on fluency by noticing grammar and vocabulary as they express themselves. This, in turn, boosts their confidence and self-esteem. It is also an enjoyable activity in which learners may already be participating in L1. In addition, as learners engage in creative writing assignments, they become better writers overall.

In this sublevel it is a good time to reintroduce texts from learners' past, such as fairy tales they grew up with. Learners at this age like to rewrite and change them as much as their language level permits, and love to find similarities and differences between their childhood stories and those from another culture (Curtain & Dahlberg, 2010, p. 28).

Creative writing can take many forms. It can be collaborative, which means learners must discuss and negotiate as they write, thus integrating the skills. Students who like to talk more than write are generally more willing to spend time writing when in collaborative groups, so it can be engaging and motivating as well. At level A2.1, learners can write very short poems or stories. Their creative writing activities can be open-ended and limitless, such as completing the ending to an unfinished story, or quite restricted, such as composing a haiku. Adding verses to popular or favorite songs can motivate learners to demonstrate what they know about a literary text, as well as identify what they want to know. Creative writing at level A2.1 can also take the form of rearranging a story or a part of a story, or of introducing **Intertextuality**, where learners combine story elements and features from one piece of work or genre to another. Learners can change or rewrite a part of a story read in class, or invent a game based on it. In the same vein as the "Choose Your Own Adventure" stories, learners at this age can create stories that include options for the reader, thus interacting with the reader and making their writing more clear and effective. They can incorporate their digital skills and talents in their creative writing by making **digital storyboards**, creating a weekly podcast or collaborating on a blog or wiki.

Creative thinking skills. Creative thinking skills are just as important in today's day and age as other types of thinking and learning. Some of the creative thinking skills that are easiest to put into practice in the EFL classroom are brainstorming and imagining, but others such as changing and inventing are also easy to incorporate in EFL lessons. Learners this age should work in groups often so that they can improve their creative thinking skills. As they work together, they learn to take intangible ideas and thoughts and apply meaning to them in a concrete way. They are forced to be creative as they negotiate the group's opinions and ideas, and often end up inventing things that they wouldn't have been able to do if they had been working individually. Learners should be encouraged to evaluate their work, and teachers can provide them with simple scoring rubrics which they can use



to judge and assess their own and their peers' work, in order to plan for improvements on future assignments.

Group brainstorming is a wonderful way to generate ideas, in addition to conditioning learners to be open to novelty and concepts that are foreign to them. By keeping an open mind and considering everyone's contributions, learners will often come up with a creative solution to a problem. This may result in an enriched ability to synthesize information and improve abstract thought. It will also provide a need for language, which will make the lesson meaningful and improve learners' fluency and possibly accuracy. By refining their creative thinking skills, learners will also be developing flexibility of mind and openness to new and novel thinking.



2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Superior of Educación General Básica

By the end of Sublevel Superior of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 4.1	Identify the main ideas, some details and inferences of written texts, in order to produce level-appropriate critical analysis of familiar subjects and contexts.
O.EFL 4.2	Appreciate and value English as an international language and a medium to interact globally.
O.EFL 4.3	Independently read A2.1 level text in English as a source of entertainment and interpersonal and intrapersonal interaction.
O.EFL 4.4	Develop creative and critical thinking skills when encountering challenges in order to promote autonomous learning and decision making.
O.EFL 4.5	Introduce the need for independent research as a daily activity by using electronic resources (ICT) in class while practicing appropriate competences in the four skills.
O.EFL 4.6	Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.
O.EFL 4.7	Use spoken and written literary text in English such as poems, short stories, comic strips, short magazine articles and oral interviews on familiar subjects in order to inspire oral and written production at an A2.1 level.
O.EFL 4.8	Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.
O.EFL 4.9	Create a sense of awareness in terms of accuracy when learners interact in English using high-frequency and level-appropriate expressions in order to reach an effective command of spoken language.



3. Performance Criteria for English as a Foreign Language Area for Subnivel Superior of Educación General Básica

Curricular Thread 1

Communication and cultural awareness

 MANDATORY (7)

 DESIRABLE (3)

EFL 4.1.1	Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes.
EFL 4.1.2	Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.
EFL 4.1.3	Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.
EFL 4.1.4	Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.
EFL 4.1.5	Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)
EFL 4.1.6	Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.
EFL 4.1.7	Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)
EFL 4.1.8	Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)

EFL 4.1.9	Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering ethical standards, safety concerns, social norms and mutual respect.
EFL 4.1.10	Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation.

Curricular Thread 2

Oral communication

 MANDATORY (11)

 DESIRABLE (5)

EFL 4.2.1	Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)
EFL 4.2.2	Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)
EFL 4.2.3	Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)
EFL 4.2.4	Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)
EFL 4.2.5	Understand most changes in the topic of discussion if people speak slowly.
EFL 4.2.6	Use other students' contributions in class as models for their own.



EFL 4.2.7	Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.
EFL 4.2.8	Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.
EFL 4.2.9	Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.
EFL 4.2.10	Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.
EFL 4.2.11	Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.)
EFL 4.2.12	Describe habits, routines, past activities and experiences within the personal and educational domains.
EFL 4.2.13	Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)
EFL 4.2.14	Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.
EFL 4.2.15	Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)
EFL 4.2.16	Initiate, maintain and end a conversation to satisfy basic needs and/or handle a simple transaction.

Curricular Thread 3

Reading

 MANDATORY (7)

 DESIRABLE (3)

EFL 4.3.1	Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)
EFL 4.3.2	Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.
EFL 4.3.3	Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)
EFL 4.3.4	Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)
EFL 4.3.5	Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.
EFL 4.3.6	Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.
EFL 4.3.7	Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)
EFL 4.3.8	Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)
EFL 4.3.9	Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies.
EFL 4.3.10	Select from and evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language.



Curricular Thread 4

Writing

 MANDATORY (6)

 DESIRABLE (3)

EFL 4.4.1	Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to audience and purpose.
EFL 4.4.2	Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.
EFL 4.4.3	Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.
EFL 4.4.4	Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)
EFL 4.4.5	Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.)
EFL 4.4.6	Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)
EFL 4.4.7	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts.
EFL 4.4.8	Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)
EFL 4.4.9	Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)

Curricular Thread 5

Language through the arts

 MANDATORY (8)

 DESIRABLE (3)

EFL 4.5.1	Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support.
EFL 4.5.2	Compare and present personal and formal responses to and interpretation of published literary works and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)
EFL 4.5.3	Make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)
EFL 4.5.4	Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.
EFL 4.5.5	Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.
EFL 4.5.6	Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that reflect traditional and popular Ecuadorian cultures.
EFL 4.5.7	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)
EFL 4.5.8	Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.



EFL 4.5.9	Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)
EFL 4.5.10	Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.
EFL 4.5.11	Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.

4. Evaluation criteria for English as a Foreign Language in Educación General Básica Superior

Curricular Thread 1: Communication and cultural awareness

●..... Evaluation criteria

CE.EFL.4.1. Compare and contrast oral traditions and literature from Ecuador and beyond in order to manifest an understanding of the relationship between cultural perspectives and practices and by sharing cross cultural experiences.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Finding recipes from other cultures and regions and then sharing them in class.
 - Completing a Venn diagram about two stories from different countries.
 - Hearing a story from another country and finding similarities with a story from Ecuador.
 - Reading two stories from different regions in Ecuador and completing a chart to show the differences.
 - Reading a story from another region/culture and sharing a similar experience.
 - Reflecting on differences between people from other countries and regions.
 - Researching traditional stories/myths/legends from other cultures and presenting them on a class blog.
 - Looking at the title of a myth/story from another culture and writing three questions. Then reading the story to find the answers, using Internet for those that went unanswered.
 - Watching a video about a legend or traditional story from Ecuador or another country, and taking notes on the cultural practices mentioned.
 - Sharing a cross-cultural experience (such as traveling, trying a new food, meeting someone from another country) in pairs or as a class.
 - Reading a story about another culture and responding to the main ideas with a short opinion.
 - Watching a video or reading a text about different cultural practices and recording information about similarities and differences in a graphic organizer.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an inter-cultural and multinational society.</p>	<p>EFL 4.1.1. Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures and identify similarities and differences and universal cultural themes.</p> <p>EFL 4.1.3. Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p> <p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p> <p>J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.</p>	<p>I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1)</p> <p>CEFR: A2.1. Topics: World Around Us, Countries and Nationalities, Descriptions and Appearance, Adjectives, Time, Natural World, Personal Experiences, Food, Free Time and Hobbies.</p>

●..... Evaluation criteria

CE.EFL.4.2. Recognize and demonstrate an appreciation of commonalities between cultures as well as the consequences of one's actions while exhibiting socially responsible behaviors.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Completing and illustrating statements about socially responsible behaviors. (Example: *One thing I do to help the environment is..., I can help people in my neighborhood when I...*)
 - Making a useful object out of recycled materials. (Example: a frame, a pencil holder, etc.)
 - Creating a poster of class rules.
 - Inviting a guest speaker from another country to class and asking and answering questions about his/her culture/country.
 - Researching through the Internet about other cultures and ways of life and presenting them to the class using digital tools.
 - Reading a list of actions people take and evaluating and discussing the consequences on others (including on the environment).
 - Simulating desirable social behaviors through role play activities.
 - Choosing pictures that demonstrate responsibility (helping an elder cross the sidewalk, stopping two children from throwing rocks at a dog, being respectful of people who dress differently, being open to accepting new ideas/foods, etc.) and identifying why each is desirable and what consequences the irresponsible actions would have.
 - Writing survey questions about socially and culturally responsible behaviors and surveying classmates. Publishing the results in an online chart.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an inter-cultural and multinational society.</p>	<p>EFL 4.1.2. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.</p> <p>EFL 4.1.9. Recognize the consequences of one's actions by demonstrating responsible decision-making at school, online, at home and in the community, while considering ethical standards, safety concerns, social norms and mutual respect.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.</p> <p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p>	<p>I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1)</p> <p>CEFR: A2.1. Topics: Home, World Around Us, Natural World, Family, School, Countries and Nationalities, Descriptions and Appearance, Adjectives, Food, Personal Experiences.</p>

●..... Evaluation criteria

CE.EFL.4.3. Interact with others using self-monitoring and self-correcting strategies as well as appropriate nonverbal and oral communication features.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Participating in short role plays using a range of verbal and nonverbal communication.
 - Listening to a dialogue and identifying errors in speech or problems for communication.
 - Rating one's self after a speaking activity, according to a set rubric.
 - Practicing a specific self-correcting strategy during a pair work activity.
 - Talking in pairs about a video learners have watched using only English.
 - Demonstrating desirable behaviors during class, group and pair discussions. (Example: not interrupting, participating equally, completing one's work neatly and on time, not distracting others, etc.)
 - Consulting a self-correction list before a speaking or writing assignment.
 - Completing a self-assessment and writing a goal based on the results.
 - Keeping a record of one's mistakes and accomplishments and updating it frequently.
 - Watching a video and identifying desirable language use. (Example: organization of ideas, use of expressions or target vocabulary, etc.)
 - Making positive statements to peers.
 - Recording student interactions in class and watching them later in order to identify behaviors the learners need to increase and those they need to decrease. (Example: not leaving one's seat, looking partner in the eyes, asking follow up questions, etc.)
 - Responding to classroom activities and pair work through short expressions or emoticons.
 - Completing a short self-evaluation or peer evaluation after a communicative task.
 - Creating selfie videos for class assignments and sharing them on a class blog.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.1.5. Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)</p> <p>EFL 4.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.3.1. Learners can employ a range of self-monitoring and self-correcting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

●..... Evaluation criteria

CE.EFL.4.4. Demonstrate the ability to ask for and give information and assistance using appropriate language and interaction styles in a variety of social interactions.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Playing games that practice classroom language, turn-taking, being polite, etc.
 - Comparing answers in pairs or small groups.
 - Working in small groups to complete a cultural project. (Example: different musical genres in Ecuador, traditional food in Latin America, etc.)
 - Participating in short dialogues and role plays to practice target language. (Example: thanking others, apologizing, asking for help, greeting authorities, etc.)
 - Practicing the language needed to deal with a need through a mini role play.
 - Writing jokes or riddles in pairs in order to share with other pairs.
 - Singing songs that practice helpful language.
 - Communicating with an “e-pal” from another country or city.
 - Writing comments on a blog to find more information about a topic.
 - Creating a “live” video on Facebook to get help with a homework assignment.
 - Using social media to network with teens across the globe.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.1.6. Seek and provide information and assistance, orally or in writing and in online or face-to-face interactions, for personal, social and academic purposes.</p> <p>EFL 4.1.8. Use suitable vocabulary, expressions, language and interaction styles for formal and informal social or academic situations in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking, making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p>	<p>I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

●..... Evaluation criteria

CE.EFL.4.5. Display an appreciation of and demonstrate respect for individual and group differences by establishing and maintaining healthy and rewarding relationships based on communication and cooperation.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Collaborating on a group project.
 - Completing group work in a fair and honest manner and accepting the group's decisions.
 - Helping learners in the class who have a different skill set.
 - Sharing ideas freely and without jealousy.
 - Making positive remarks to other learners in class.
 - Encouraging classmates to stay motivated when needed.
 - Writing a weekly journal entry about a cross-cultural experience.
 - Sending an audio communication with a positive message to a learner in another classroom.
 - Recommending a favorite free time activity to a classmate and accepting the recommendations of others.
 - Giving assistance to those who are struggling, even when not directly asked to.
 - Refraining from complaining or making negative remarks in class.
 - Displaying patience when a learner needs the teacher to repeat instructions.
 - Exhibiting responsible behaviors when finishing a task early. (Example: not distracting others, not leaving one's seat, keeping busy, checking to see if a neighboring learner needs help, asking the teacher if he/she can help with something, etc.)
 - Identifying and capitalizing on the strengths of others.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an inter-cultural and multinational society.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.1.10. Recognize and appreciate individual and group similarities and differences by establishing and maintaining healthy and rewarding online and face-to-face relationships based on communication and cooperation.</p> <p>EFL 4.1.4. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners can communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

Curricular Thread 2: Oral communication

●..... Evaluation criteria

CE.EFL.4.6. Listening for Meaning: Understand and follow the main idea in spoken texts set in familiar everyday contexts, provided speech is clear and articulate, and deduce the meanings of unfamiliar words and phrases using context clues and/or prior knowledge.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to a set of instructions and matching them to the corresponding picture.
 - Listening to and following class commands.
 - Listening to a simple, straightforward story and correcting false statements. (Example: *Veronica climbed a mountain on her vacation* – *True*, *Veronica saw gray dolphins* – *False*, *she saw pink dolphins*, etc.)
 - Listening to a short conversation between two speakers and deciding who is speaking, where they are and how they feel. (Example: *two friends, on the phone, talking about a sick friend*, etc.)
 - Listening for specific words in a conversation and trying to guess the meaning from the context. (Example: understanding that *How's it going?* is a greeting that means *How are you?*, etc.)
 - Watching a video clip and paraphrasing the main idea. (Example: *The girl is having problems with her math homework*, etc.)
 - Listening to a dialogue and writing the main idea and setting. (Example: Main idea: *our school lunch*, Setting: *school cafeteria*, etc.)
 - Listening to a dialogue and completing a chart with key information. (Example: Name, country, nationality, language, etc.)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p>	<p>EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p>
	<p>EFL 4.2.4. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)</p>
	<p>EFL 4.2.5. Understand most changes in the topic of discussion if people speak slowly.</p>
	<p>EFL 4.2.8. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p>	<p>I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion, as well as deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4)</p>
<p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.7. Listening for Information: Follow and identify some main ideas and details in short and straightforward spoken or audio texts set in familiar contexts, when delivered slowly and with visuals to provide contextual support. Use spoken contributions in class as models for one's own speech.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to instructions for a short task and carrying them out. (Example: *First paint the stick. Next put the beads on the ribbon. Then tie the ribbons to the stick. Hang the ribbon on a tree branch, etc.*)
 - Listening to spoken or recorded descriptions of familiar scenes, and marking the words you hear. (Example: Learners hear a dialogue between two teenagers talking about an assignment. They circle the verbs they hear, etc.)
 - Listening to a dialogue between two or more people and deciding if each statement is true or false. (Example: *Julia wants to call her mother – True. Ms. Trenton gives her permission to use the cell phone in class – False, etc.*)
 - Watching a short video and writing three new things they learned. (Example: *Sharks aren't mammals. They are fish. Sometimes they attack humans, but not all sharks are dangerous. Their teeth can grow back, etc.*)
 - Watching a short video and then talking to a partner about whether or not they agree with the speaker or a statement. (Example topics for videos: Best vacation sites in Ecuador, strangest foods, scariest animals in the world, etc.)
 - Listening to another learner's answers in class and responding appropriately. (Example: giving praise, correcting an error, asking a follow-up question, etc.)
 - Listening to a short dialogue and then writing and acting out a similar dialogue, using some of the same phrases and expressions. (Example: a dialogue between two friends asking about a homework assignment, etc.)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</p>	<p>EFL 4.2.3. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)</p> <p>EFL 4.2.6. Use other students' contributions in class as models for their own.</p> <p>EFL 4.2.7. Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>I.EFL.4.7.1. Learners can identify the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3, S.4)</p> <p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.8. Production – Accuracy and Intelligibility: Communicate needs and information clearly and in simple terms, using grammatical structures learned in class (although there may be frequent errors), effectively and without undue effort. Demonstrate an ability to make appropriate use of new words and expressions in social interactions.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Recording in-class conversations and dialogues in order to make note of correct and appropriate language usage and intelligibility.
 - Having learners make a selfie video to say what they know about a topic before coming to class. Observing that they can say what they want without too many long pauses.
 - Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____?, etc.*)
 - Asking for help in class when necessary. (Example: *What's the answer? How do you say ____? Do you have an eraser? Can you help me with _____?, etc.*)
 - Showing the student a video clip of a simple situation and asking them to describe what is happening/has happened. (Example: *The boy's crying because he can't find his dog. The girl is helping him look for the dog. They can't find it, etc.*)
 - Doing a mingle activity where learners ask and answer survey questions about after school activities. (Example: *Do you play chess? What activities do you do after school?, etc.*) Observing to see whether each student's questions and answers are understandable by other learners and if they use appropriate or new vocabulary.
 - Asking the learners to read a dialogue in pairs. Learners record themselves and then listen to the recording in order to assess clarity of sounds, production of phonemes, rhythm and intonation.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures learnt in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)</p> <p>EFL 4.2.9. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary.</p> <p>EFL 4.2.15. Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions about routines and preferences, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.</p>	<p>I.EFL.4.8.1. Learners can communicate personal information and basic immediate needs and deal with other practical everyday demands in familiar contexts, effectively and without undue effort and using grammatical structures and vocabulary seen in class (although there may be frequent, basic errors). (I.1, I.2, I.3, S.1)</p> <p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.9. Production – Fluency: Use simple language to describe, compare and make statements about familiar everyday topics such as objects, possessions and routines in structured situations and short conversations. Interaction is with reasonable ease, provided speech is given clearly, slowly and directly.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Asking learners simple questions about themselves, their family or their possessions and noting that their response time is relatively quick (i.e., not so slow that the interaction becomes uncomfortable for the student or the teacher, and the response is appropriate although there may be some basic errors)
 - Asking learners to describe a picture of a familiar scene and asking them to give full statements about what they can see. (Example: a picture of a classroom: *There are ten students and one teacher. The teacher is writing on the board. A boy's throwing paper, etc.*)
 - Conducting a class survey where learners ask each other about a familiar topic and record each other's answers. (Example: *What's your favorite sport? Do you have a favorite team? What sports do you play? Are you good at it?, etc.*) Sharing a few things about their classmates' answers. (Example: *Sam is an Emelec fan. He loves soccer but he isn't good at it. He is the only Emelec fan in our class. Everyone in our class plays soccer, etc.*)
 - Playing a conversation game, where learners move their tokens around the board after choosing a card and answering the question. (Example questions: *What sports do you play? How often do you go to the movies? What do you do after school? What do you do on weekends?, etc.*)
 - Responding to interactions in class spontaneously and in a way that encourages others to interact. (Example: Teacher: *What time do you wake up?* Student A: *I usually wake up at 6 a.m.* Student B: *I do, too! But not today because..., etc.*)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	<p>EFL 4.2.11. Give short, basic descriptions of everyday activities and events within familiar contexts and use simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.)</p> <p>EFL 4.2.12. Describe habits, routines, past activities and experiences within the personal and educational domains.</p> <p>EFL 4.2.13. Interact with reasonable ease in structured situations and short conversations within familiar contexts, provided that speech is given clearly, slowly and directly. (Example: an interview, an information gap activity, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p>	<p>I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and routines in short, structured situations, interacting with relative ease. (I.3, I.4, S.4)</p> <p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.10. Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by asking and answering follow-up questions, provided there are opportunities to use repair strategies (e.g. asking for clarification) and sustain conversational exchanges in pairs to complete a task, satisfy a need or handle a simple transaction.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Conducting a role play between two students on a given topic. (Example: talking about routines, finding common free time activities, playing a guessing game, etc.)
 - Working in pairs to complete an information gap activity.
 - Giving learners language prompts to use during pair/group work. (Example: *What do you think? I agree/disagree. I think we need to..., It's your turn to say the answer, etc.*)
 - Doing a mingle activity where learners meet and greet each other and ask and answer questions. Observing to see whether the learners can interact effectively and whether they are able to ask follow up questions in order to extend the exchange. (Example: *Do you have a pet? Yes? What is it? A dog? What's its name?*– takes notes on the answers.)
 - Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____?, etc.*)
 - Asking for help in class when necessary. (Example: *What's the answer? How do you say ____? Do you have an eraser? Can you help me with _____?, etc.*)
 - Establishing a clear expectation of English use for classroom functions. (Example: greeting, requesting, thanking, asking for repetition / clarification, giving instructions, offering help, comparing answers, taking leave, etc.) Informal assessment could involve personal notes from the teacher to learners who use L2 regularly.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>OG.EFL7. Interact quite clearly, confidently and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</p>	<p>EFL 4.2.10. Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.</p> <p>EFL 4.2.14. Ask and answer straightforward follow-up questions within familiar contexts, such as school and family life, provided there are opportunities to ask for clarification, reformulation or repetition of key points.</p> <p>EFL 4.2.16. Initiate, maintain and end a conversation to satisfy basic needs and/or handle a simple transaction.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.10.1. Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies. (Example: asking for clarification, etc.) (I.3, J.3, J.4)</p> <p>CEFR: A2.1. All topics.</p>

Curricular Thread 3: Reading

●..... Evaluation criteria

CE.EFL.4.11. Demonstrate comprehension of main ideas and some details in short simple texts on familiar subjects, making use of contextual clues to identify relevant information in a text.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a text and answering information questions.
 - Choosing from a list of words to complete gaps from a reading.
 - Reading a short story from the Internet and highlighting interesting facts, then comparing them with those of a partner.
 - Predicting main ideas by reading the title and using other contextual clues (e.g., illustrations, subheadings, etc.)
 - Reading a short news article and completing an outline.
 - Reading a biography and putting events on a timeline.
 - Reading a blog post and writing a comment.
 - Reading a paragraph about a familiar content area subject and then correcting incorrect sentences. (Example: *The United States is the country that grows the most ~~rice~~ corn*, etc.)
 - Following the steps in a simple DIY project. (Example: making a wind chime, creating a bird feeder from recycled items, etc.)
 - Putting paragraphs in a text in the correct order.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.3.1. Understand main points in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.)</p> <p>EFL 4.3.2. Make use of clues such as titles, illustrations, organization, text outline and layout, etc. to identify and understand relevant information in written level-appropriate text types.</p> <p>EFL 4.3.3. Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, I.4)</p> <p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.12. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Reading a short text and showing comprehension by completing the accompanying **graphic organizer**. (Example: learners read about reptiles and complete a Venn diagram, etc.)
 - Reading a text on a familiar content area subject and then matching phrases or labeling pictures. (Example: learners read about animals in the four regions of Ecuador and then label the animal with the correct region, etc.)
 - Reading two short simple cross curricular texts and using them to support one's own argument or hypothesis.
 - Reading about a topic and then identifying reference materials and sources that could be used to find out more information.
 - Using a list to choose the best sources for finding information on a topic.
 - Reading texts from different subject areas and choosing the best title for each.
 - Underlining main ideas from texts and then using them to write questions the learner has about the topic.
 - Thinking of questions about a topic and then using the Internet and other sources to find the answers.
 - Reading a short text about a topic, watching an accompanying video clip and then listening to someone talk about the topic, in order to write a summary of what is understood.
 - Reading a range of texts from subject areas and finding and defining common themes across content areas. (Example: for a text about technology and one about art, learners notice that artists are using technology in ways to help them promote their work and reach larger audiences, etc.)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.3.5. Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.</p>
	<p>EFL 4.3.4. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p> <p>EFL 4.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p>	<p>I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)</p>
	<p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.13. Apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text, and assess this information according to the organization, subject area and purpose of the text, using different criteria, including ICT tools.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Studying an infographic on a familiar subject and answering questions about the information. (Example: learners study an infographic about teenagers and sleep and then answer questions such as, *How many hours a night do most teenagers get?*, *What percentage of teens fall asleep in class?*, etc.)
 - Highlighting relevant key information in a text and crossing out irrelevant information.
 - Keeping a vocabulary notebook of synonyms and antonyms of words from a text.
 - Completing an outline for a cross-curricular text.
 - Brainstorming everything known about a topic and then reading a text to check true and false information.
 - Reading a letter to the editor and evaluating the purpose and the effectiveness of the message, using a rubric.
 - Reading a text and matching content-based words to their definition or picture.
 - Taking notes of the most important ideas in a short text on a familiar content subject area.
 - Using an online digital tool such as Workflowy to map out the most important ideas from a reading, and then adding appropriate subheadings to each section of the text.
 - Completing a **KWL** chart about a text.
 - Skimming a text and accompanying pictures and then predicting the answers to questions found within the text.
 - Using a dictionary to look up key words in a text.
 - Comparing two texts on the same subject and choosing the one that is easiest to understand.
-



General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.3.6. Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.</p> <p>EFL 4.3.8. Assess, compare and evaluate the quality of written texts and visual presentations using different criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: editorials, letters to the editor, political speeches, illustrations, charts, advertisements, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.13.1. Learners can apply learning strategies such as using prior knowledge and graphic organizers to interpret new information in a text. Learners can assess this information according to the organization, subject area and purpose of the text, through the use of different criteria, including ICT tools. (I.2, I.4, J.4)</p> <p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.14. Display an ability to interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Thinking about questions the learner still has about a subject after reading a text, then finding the information using a variety of reference skills and digital tools.
 - Reading a text about how to find reliable and relevant online resources and underlining key information.
 - Recommending an informational web site to another learner.
 - Creating a class list of reliable sources of information and publishing it online or displaying it on a poster in class.
 - Reading an online text, determining if the information is reliable and giving reasons for why or why not.
 - Finding a reliable source to back up a statement.
 - Identifying statements that use exaggeration or hyperbole (rather than true facts) to sway the reader's opinion. (Example: *I can't help you because I have a million things to do today*, etc.)
 - Connecting ideas within and between texts using a **double-entry journal**.
 - Using an everyday reference material in order to understand the main idea and some details from a text. (Example: Reading a blog post and identifying statements that need evidence to back them up, fact checking information from a social media site about the April 2016 earthquake with online information from a reliable source, etc.)
 - Using the **think-aloud strategy** to model how learners are making connections between the text and their own thinking. (Example: *I don't understand this part, The author isn't believable in this paragraph*, etc.)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.3.9. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies.</p> <p>EFL 4.3.10. Select from and evaluate a range of both physical and digital texts and materials in order to promote acquisition and develop an appreciation of the language.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, J.2, J.3)</p> <p>CEFR: A2.1. All topics.</p>

Curricular Thread 4: Writing

●..... Evaluation criteria

CE.EFL.4.15. Express information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Watching a video about a controversial topic and writing a short response giving your own opinion.
 - Listening to a celebrity interview and writing three more interview questions.
 - Writing your own answers to interview questions.
 - Writing an email to a friend about a movie you saw.
 - Looking at a picture and writing a description of what you see or how it makes you feel, then comparing descriptions in pairs.
 - Watching a video about a natural disaster and writing a blog entry asking for people to help with donations.
 - Making a poster for a school campaign to increase awareness about animal cruelty.
 - Writing a letter to a future learner. (Example: to give advice about how to survive the school year, to share your best study skills, etc.)
 - Identifying the text type according to writing features and vocabulary. (Example: recognizing that a recipe has a section called “ingredients” and one called “directions”, identifying the introduction, body and conclusion in a news article, etc.)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.4.1. Convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to audience and purpose.</p> <p>EFL 4.4.4. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)</p> <p>EFL 4.4.5. Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p>	<p>I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p> <p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.16. Make use of simple learning resources, including those created by one's self, in order to compare and contrast information, and choose appropriate resources according to the value, purpose and audience of each.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Making posters in small groups of new phrases and expressions in order to display in the classroom.
 - Finding a variety of online references to practice a grammar structure, then recommending the best one to the class.
 - Using new words or information from a class lesson and creating an online game to practice them, then sharing and playing the game with the rest of the class.
 - Making flashcards for new words and using them to quiz a partner.
 - Recording synonyms and antonyms of words in the margins of reading texts.
 - Writing new words and phrases in a vocabulary notebook.
 - Looking at a map or GPS and writing the directions to get from one place to another.
 - Making a video blog to record comparisons and ideas from class lessons.
 - Researching and writing a short paragraph about a new topic and using appropriate references to support your ideas.
 - Writing about a topic and choosing words for a glossary and writing the definitions.
 - Using a glossary from a text to understand new words and recording the definitions and example sentences in a vocabulary notebook.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.4.2. Make and use a simple print or digital learning resource to compare and contrast information in order to demonstrate understanding and command of a topic.</p> <p>EFL 4.4.3. Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.</p> <p>EFL 4.4.6. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.16.1. Learners can use and make simple learning resources, both online and in print, in order to compare and contrast information. Learners can choose appropriate resources and critically evaluate the information in these resources, according to the value, purpose and audience of each. (I.1, I.3, I.4, J.2, J.4)</p> <p>CEFR: A2.1. All topics.</p>

●..... Evaluation criteria

CE.EFL.4.17. Show an ability to convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Completing the gaps in a sentence. (Example: *Nancy has a car. ---- car is green. ---- needs a new car*, etc.)
 - Reading an online movie review and identifying common linguistic features, such as use of adjectives and opinions. Learners use the same features to write their own review of a movie they've seen.
 - Sequencing sentences by adding words. (Example: *I wake up. I eat breakfast.* → *First I wake up. Then I eat breakfast*, etc.)
 - Using question prompts to interview and then write sentences about a classmate. (Example: *Where does he live? What food does he like?*, etc.)
 - Posting a comment to a classmate's writing on a class blog.
 - Using an app such as **Popplet** to complete an outline for a writing topic.
 - Reading a text and using a checklist to talk about how it is organized. (Example: *Is there a title? Does it have an opening sentence?*, etc.)
 - Collaborating on a brainstorm through the use of an online bulletin board such as padlet.com.
 - Using GoogleApps to revise and edit student work both as a class and in pairs.
 - Adding pictures to a group presentation.
 - Exchanging writing in pairs in order to make suggestions about things that could be improved.
 - Completing an online graphic organizer in order to help plan a piece of writing.
 - Creating a group presentation using biteslide.com.
 - Doing extended or free writing on a class blog.
 - Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic. (Example: Topics could include: *my favorite holiday meal, music we like, where I live, sports I play*, etc.)
 - Writing about a subject using key words given in class. (Example: Key words: *reptile, cold-blooded, scales, tail, vertebrates.* → *Reptiles are cold-blooded. When it's cold outside, they're cold, too. They have scales. They also have a tail. They are vertebrates*, etc.)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.4.7. Use the process of prewriting, drafting, revising, peer editing and proof-reading (i.e., “the writing process”) to produce well-constructed informational texts.</p> <p>EFL 4.4.8. Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)</p> <p>EFL 4.4.9. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.17.1. Learners can convey and organize information through the use of facts and details and by employing various stages of the writing process, while using a range of digital tools to promote and support collaboration, learning and productivity. (I.1, I.3, S.4, J.2, J.4)</p> <p>CEFR: A2.1. All topics.</p>

Curricular Thread 5: Language through the Arts

●..... Evaluation criteria

CE.EFL.4.18. Use main ideas in order to understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print).

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Listening to or reading stories and drawing an important scene.
 - Looking at the title of a text and accompanying illustrations and writing three questions about the topic. Then reading to find the answers to the questions.
 - Listening to a song and inferring if it is happy, sad, etc.
 - Writing a sentence to describe the author's intention.
 - Finding a literary text online and sharing it with the class by giving a short summary.
 - Underlining main ideas in a text.
 - Using a checklist to mark off items present in a text. (Example: setting, main character, title, etc.)
 - Explaining through pictures, physical expression or charts (ICT) how a text makes the learner feel.
 - Inviting authors as guest speakers into the classroom so learners can ask questions about a story.
 - Producing a video response in groups to a story read in class.
 - Sending an email or audio message to the author of a story in order to ask the author a question or clarify a doubt.
 - Watching a video and writing notes on what is interesting, then comparing notes in pairs.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.5.1. Make use of main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support.</p> <p>EFL 4.5.3. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary works presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

●..... Evaluation criteria

CE.EFL.4.19. Find and identify literary elements and techniques and relate those elements to the learner's own experiences and to other works, including one's peers, in order to present personal responses and interpretations.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Drawing pictures for a story or song seen in class and exchanging them with a partner, who captions each picture.
 - Illustrating a piece of writing.
 - Reimagining a story in a different setting. (Example: Snow White in Ambato, Little Red Riding Hood in the city, etc.)
 - Responding to a poem by a video representation.
 - Brainstorming features and conventions of a genre and then reading an example in order to locate each one. (Example: a fantastical creature in a science fiction story, rhyme in a song, a prince and princess in a fairy tale, etc.)
 - Discussing similarities between a text and the learners' personal experiences.
 - Underlining literary elements in a peer's text and then comparing them to those in one's own writing.
 - Completing a chart with literary elements from a text. (Example: main character, setting, theme, etc.)
 - Writing questions the learners would like to ask a character in the story and using the imagined answers to write the next scene.
 - Discussing things that characters in stories have done that learners have also done and then sharing the personal experiences.
 - Reading a fairy tale and sharing one's own interpretation.
 - Rewriting a fairy tale from a modern point of view, using simple ideas and phrases or illustrations.
 - Writing comments to peer's blog posts.
 - Searching for pictures on the Internet or in magazines in order to respond to a piece of collaborative writing.
 - Using a web site such as [storybird.com](https://www.storybird.com) in order to produce and share creative writing ventures.
 - Reading a classmate's writing and offering a positive observation.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.5.2. Compare and present personal and formal responses to and interpretation of published literary works and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)</p> <p>EFL 4.5.7. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly and self-critical.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

●..... Evaluation criteria

CE.EFL.4.20. Create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Doing extended writing, in which learners get to choose what they write and are not evaluated or tested on it.
 - Converting a corner of the room into a writer's workshop, where learners can access writing prompts and authentic texts which may help inspire their own creative writing.
 - Sharing learners' stories in pairs or small groups and choosing to represent some through a role play.
 - Reading a myth from Ecuador and writing a song about it.
 - Creating the CD cover for a popular Ecuadorian song.
 - Producing short, creative texts using digital storytelling.
 - Writing a poem or the verses of a song in small groups and performing it for the class.
 - Using ICT to research about a topic of learners' choice and writing a short story with the findings.
 - Creating a dance for a popular or traditional song.
 - Collaborating on the production of a YouTube video in order to share a musical, dance or dramatic performance.
 - Doing free writing on a topic suggested by another learner.
 - Listening to a haiku and writing one in pairs.
 - Writing a short, fictional story about a teen's unusual routine.
 - Taking pictures to tell a story using a digital storyboard.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL 4.5.4. Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.</p> <p>EFL 4.5.5. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts.</p> <p>EFL 4.5.6. Create an effective voice using a variety of ICT tools, writing styles and typical features of a genre to create stories, poems, sketches, songs and plays, including those that reflect traditional and popular Ecuadorian cultures.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.1. We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.</p> <p>I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.</p>	<p>I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

●..... Evaluation criteria

CE.EFL.4.21. Use pre-established criteria, including that which is written by learners collaboratively, in order to evaluate and recommend literary texts (written, online, oral, in video, etc.) and the effectiveness of group work.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Using a rubric to evaluate a class project.
 - Using a checklist to evaluate the work of a performing artist, then recommend his/her work to a peer.
 - Using a rubric as a model to write one's own rubric.
 - Evaluating and assessing the effectiveness of group work by answering a set of questions. (Example: Who always participates? Who gets the things the group needs? Who asks good questions?, etc.)
 - Selecting desirable behaviors for group work from a list and reaching a consensus as a group for the three most important.
 - Searching the Internet for illustrations and examples of effective group collaborations and then sharing why they are effective. (Example: In this picture, they are sitting in a circle. One person is talking and everyone else is listening, etc.)
 - Discussing rules and norms for a group project before the project begins. (Example: Don't interrupt others, Do your work on time, Don't make negative remarks, etc.)
 - Assigning roles for a group project. (Example: deciding who is secretary, who is the organizer, who makes the artwork, etc.)
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.5.8. Evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria.</p> <p>EFL 4.5.10. Collaboratively produce criteria for evaluating literary texts and the effectiveness of group work.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p> <p>S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.</p>	<p>I.EFL.4.21.1. Learners can evaluate and recommend literary texts (both written and oral, online, in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

●..... Evaluation criteria

CE.EFL.4.22. Show the ability to work collaboratively and to participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving.

Methodological orientation for evaluation criteria

These performance criteria could be evaluated by:

- Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class.
 - Creating a poem-of-the-week or story-of-the-month club where learners choose the text and take turns leading the discussion.
 - Brainstorming a list of questions and responses learners can use during small group discussions about literary texts. (Example: *Who is your favorite character? Why? Which story do you like better, A or B?*, etc.)
 - Participating in classroom games in which problem-solving as a team is important.
 - Creating a crossword puzzle in groups about an Ecuadorian story, region, celebrity, etc.
 - Participating in teambuilding activities. (Example: board relay races, finding things in common, reaching a consensus activities, etc.)
 - Comparing answers in pairs in order to help each other understand errors or concepts.
 - Teaching a story, grammar point, vocabulary word or topic to a group of peers.
 - Writing the instructions for a DYI project and making the project as a class.
 - Completing a review of a restaurant in small groups and comparing reviews with another group in order to decide which restaurant is better.
 - Brainstorming ideas for a writing project in small groups, using a graphic organizer.
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General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p>	<p>EFL 4.5.9. Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, co-operative learning groups, literature circles, process writing groups, etc.)</p> <p>EFL 4.5.11. Participate in creative thinking through brainstorming, working in groups, games and problem-solving tasks by showing the ability to accept a variety of ideas and capitalize on other people's strengths.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>S.2. We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals.</p> <p>S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.</p> <p>J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.</p> <p>J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.</p> <p>J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.</p> <p>J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.</p>	<p>I.EFL.4.22.1. Learners can collaborate and participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)</p> <p>CEFR: A2.1. Topics: All Topics.</p>

5. Profile of the Ecuadorian High School Graduate and Ideal Citizen for 2016

- **J = Justice**

- **I = Innovation**

- **S = Solidarity**

J.1	We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.
J.2	Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.
J.3	We act with respect and responsibility both towards ourselves and others, nature and the world of ideas. We meet our obligations and demand respect for our rights.
J.4	We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.
I.1	We have creative initiatives and proceed with passion, open minds and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions and prepare ourselves to face the risks brought on by our actions.
I.2	We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.
I.3	We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic and gestures. We take responsibility for what we say.
I.4	We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.
S.1	We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.
S.2	We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other people and individuals.
S.3	We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly and self-critical.
S.4	We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.



6. Glossary

Affective filter: This term was coined by Stephen Krashen. Learners do not digest everything they are taught. Some features are digested, while others are “filtered” out, depending on affective factors such as motivation, attitudes, emotion and anxiety. Krashen suggests that in order for learners to learn better, teachers should try to reduce the affective filter (which acts as a wall to block learning) by reducing negative emotional and motivational factors such as feelings of anxiety, boredom, fear, etc. and instead make learning fun, enjoyable and low-anxiety.

Autonomous: The capacity of the learner to set and follow through on learning goals while taking responsibility for his/her own learning, rather than depend solely on the teacher’s direct instruction.

Brainstorming: The process where learners work together freely to contribute their ideas on a topic or subject in order to generate additional ideas and thoughts.

CEFR: The Common European Framework of Reference for Languages

Collaborative writing: Writing which is worked on and produced by more than one person.

Dialogue journals: An ongoing written interaction between two people to exchange experiences, ideas or reflections.

Digital storyboards: A graphic organizer in the form of illustrations that display a sequence of the events and elements in a story.

Double-entry journal: A type of journal in which learners record their responses to a text as they read. A double-entry journal has two columns. In the first column, learners write a quotation or line from the text. In the second column, they record their personal thoughts/reaction to the quotation/line.

Drafting: A stage in the writing process in which the writer begins writing, using the ideas from the prewriting stage. During this stage, it is important for the writer to get all of his/her ideas down on paper in an organized fashion.

Expository texts: A text which is fact-based and focused. It presents facts in an educational and purposeful way. Some examples of expository texts are newspaper articles, instruction manuals and recipes.

Extended writing: A writing task which has been completed individually during a set period of time, and which is longer than one or two sentences. Some exam-

ples of extended writing tasks are writing a short story, an email, a description of your town or a diary entry.

Extensive reading: Reading for pleasure.

Flipped classroom: A pedagogical approach in which teachers move the direct instruction segment of the class to the individual learning space (e.g., watch a video lesson about the topic as homework), and use the class time to do more interactive and dynamic activities with the teacher present.

Free writing: A common prewriting technique in which a person writes down his/her thoughts without stopping and without regard to grammar, spelling, organization or mechanics.

Gist: The main points of a piece of text (or audio segment).

Graphic organizer: A graphic organizer is a type of visual support used to express knowledge, concepts, thoughts and ideas and the relationships between them. Examples of graphic organizers are: concept maps, knowledge maps and story maps.

HOTS: An abbreviation for higher order thinking skills, or learning that requires more cognitive processing, such as critical thinking and problem solving.

Intertextuality: The complex relationship of a text with other texts. It can be seen when a text shows a direct influence from another text, such as a story where Goldilocks meets the Seven Dwarfs.

KWL chart: A graphic organizer used to activate background knowledge. It consists of three columns. In the first column, learners write what they **know** about the topic. In the second column they write what they **want** to know about the topic. Finally, they read the text, and in the third column they write what they **learned** about the topic.

Learner-centered: Also known as student-centered, this refers to the approach in which the focus is on the learners as opposed to the teacher. In a learner-centered classroom, students' goals, needs and interests are given priority and the teacher becomes a facilitator of learning rather than a director of learning. In learner-centered classes, learners are actively involved and spend more time talking than the teacher.

Learning logs: A record of one's responses to learning challenges. In a learning log the learner records, structures, reflects upon, plans and provides evidence of his/her own learning.



Lexical access: In simple terms, the ability to trigger a word's meaning and its mental representation automatically from memory.

Metalanguage: Using language to discuss, describe and analyze language.

Otherness: The quality of being different or unusual.

Outlining: The process a writer uses to categorize main points, organize paragraphs into a logical and cohesive order and make sure that each paragraph/idea can be fully developed. It essentially provides a map of where the writer will go with the essay.

Process writing: An approach to writing in which learners work through the various stages of the pre-writing, writing and revision and editing stages.

Rapport: The relationship and connections established between two or more people, especially a harmonious or sympathetic relationship.

Realia: Objects from real, everyday life, which are used as teaching aids in the classroom.

Recall: The ability to bring a memory of a past learning event to mind.

Repair strategies: Strategies used by learners in order to resolve conversational problems in speaking, hearing and understanding. Some examples of repair strategies are: asking for clarification, requesting a translation or definition and making a request for repetition.

Schema: A learner's previous, background knowledge. It considers what learners know about a topic before they come to class. Current learning theory builds from the fact that we construct meaning by connecting new learning to old learning.

Self-correct: The ability to correct or compensate for one's own errors, without outside help.

Self-monitor: The ability to observe and regulate one's behavior in order to accommodate social situations.

Semi-authentic: A text created primarily for language learners, based on original language materials but adapted to fit curricular needs.

Sight vocabulary: The number of words that learners can recognize automatically.

SQ3R reading strategy: A reading comprehension strategy that helps learners think about the text they are reading during the reading process. The five steps are: Survey, Question, Read, Recite, Review.

Think-aloud strategy: A strategy used by teachers or learners in which you say, out loud, everything that you are thinking while reading, solving a problem or answering a question.

Transactional texts: A text that is part of a chain of written communication. Its intent is to communicate, persuade or inform. Examples of transactional texts are emails, business letters and job applications.

Venn diagram: A type of graphic organizer in which two circles intersect in order to show how two concepts or ideas are related. Similarities are placed in the part where the two circles overlap, and differences are placed in the outer part of the circles.

21st century skills: A term used to refer to a broad set of knowledge and skills, such as digital literacy, collaboration and critical thinking, which are believed as essential for thriving in today's rapidly changing, globalized world.

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